Daily Lesson Plan

Previous Known Knowledge/Pre-Assessment

I will be assessing previous known knowledge by giving the students a question and discussion period at the beginning of class. Students will be asked to demonstrate known knowledge by writing what they know on a poster board and presenting it to the class.

Topic: Sex Determination **Course:** Biology Grade Level: 9th Date: May 9, 2015

Teacher/Student Guide

The students should also be able to accurately term the varying systems that are related to sex determination, the SRY gene and the pedigree analysis. I will expect students to understand and describe each of these different topics. They will be identifying the sex limited and sex influenced traits as well. Students should also have a brief understanding of the difference between androgen insensitivity and the disorders that go along with different chromosomal abnormalities.

Overview

By the end of this lesson, should be able to understand the concept that sex determination and sex chromosomes are differentiated in a variety of species. The X-O system in many insects needs to be identified as well as the X-Y in mammals and Z-W system in birds. I will also be talking about the different disorders that can be identified in families with the assistance of a pedigree and the importance of the SRY gene. Students will need to be able to accurately term what these are and they should be able to define general characteristics of each sub topic for the exam at the end of the unit.

Standards Addressed

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

Outcomes-Methods

By the end of this unit, students will be able to compare and contrast between the X-O, X-Y, and the Z-W systems. Furthermore, the students should be able to identify and accurately describe the sex-limited and sex influenced traits. They will also understand Pedigree analysis and chromosomal disorders. The goal is that students become very efficient in these subjects. If this is the case they will be able to move on to the next unit. If the students come back with a high fail rate I will look at my method and consider student feedback and more in class practice. Students will then be able to not only remember but learn new important facts, but their participation when questioning period occurs is going to be graded as well.

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Instruction (Notes, Review, Participation)

I will be assessing knowledge known by students throughout today’s lesson starting with the poster and presentation period. I will be grading on completion and participation points to acknowledge the importance of doing the assigned task. I will be looking to see what knowledge is known before this unit starts. I will be going over the new material with the assistance of a PowerPoint.

Accommodations (Homework, parents, athletics)

Students with an IEP will still be required to participate in the group work activity. The students who have problems reading will still be required to participate in the questioning period and complete the test to the best of their abilities and the end of the unit. Students with an IEP will also be able to complete all assigned work during our question and answer period at the beginning of class the next day.

# Daily Lesson Plan Cont.

Reflection

I will be providing a reflection on the knowledge gained during and after the lesson was completed. I will be talking about what went right, what problems I encountered and what I will adjust if I had the opportunity to reteach the lesson again.

Duration

I will record the amount of time needed to complete this lesson in this area.

Teaching input modeling and understanding.

I will provide the information that the students need to gain knowledge of the skill lecture, video and pictures. I will be providing examples of what is expected for the end product of work. I will then be checking for understanding at the end to make sure students “got it” before moving on. If the skill is not understood I will plan to reteach the concept/skill.

Anticipatory Set

I am going to gain the students attention through a question and answer discussion with the class about previous known knowledge. The goal is to focus student attention on the lesson and to create an organizing framework of ideas and to gain a better understanding of the students known knowledge. I will gain their attention by grouping the students.